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In the Name of God, The Most Gracious, The Most Merciful

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The General-Directorate of Special Education Programmes  
Ministry of Education  
Kingdom of Saudi Arabia

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DIRECTORY  
of  
SPECIAL EDUCATION IN THE KINGDOM OF SAUDI ARABIA

Prepared by:

The General-Directorate of Special Education Programmes  
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January, 1981G

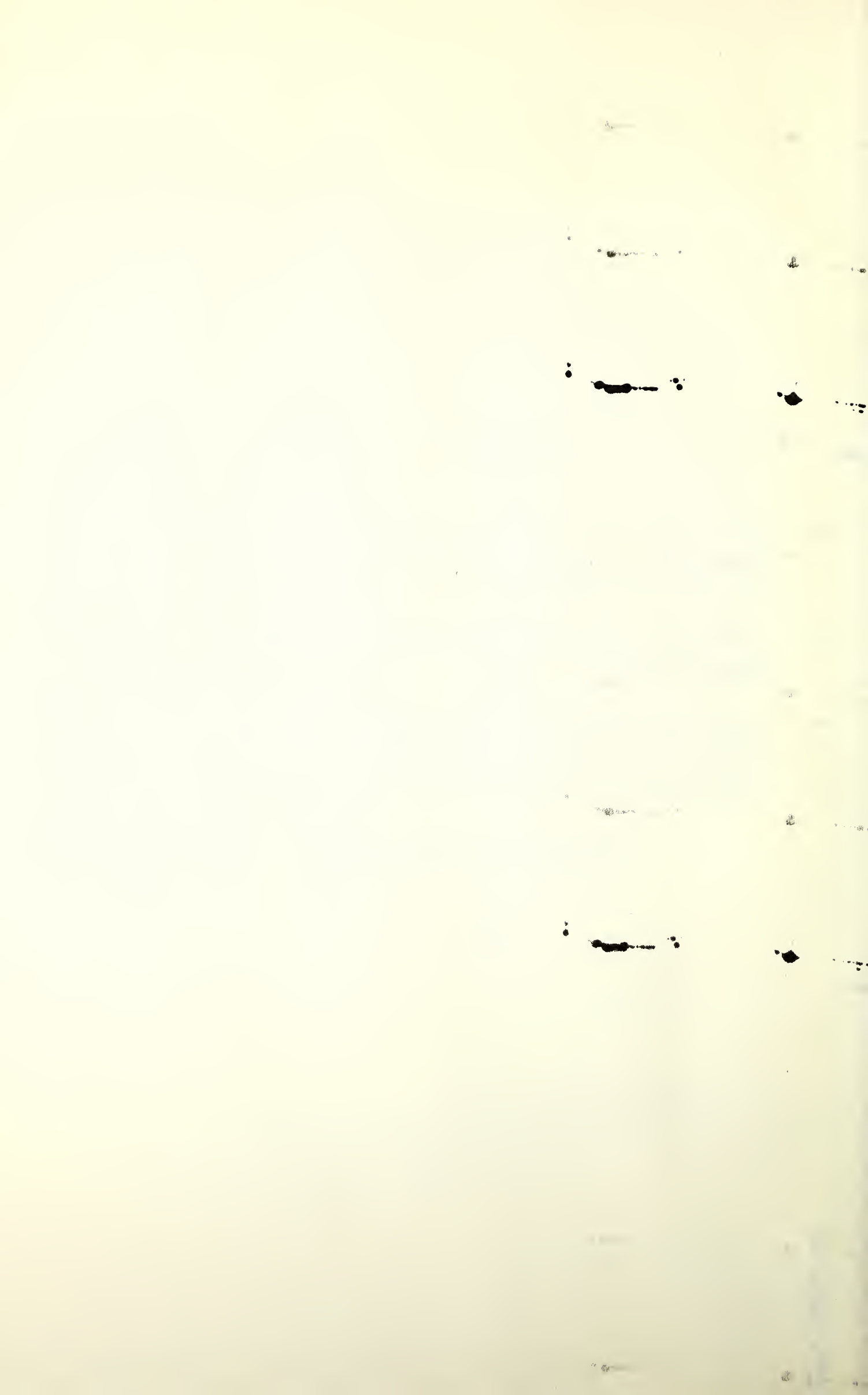


Dedication

- \*\* To those who live in the land of love and prosperity, the cradle of Arabism and Islam, who give of themselves the time and effort to help others.
  
- \*\* To those who inspire confidence in others and fill their hearts with hope.
  
- \*\* To those who offer their nation sincere toil with sure and lasting results, such as a good word with firm roots and strong branches that reach towards the sky.

"We dedicate this humble work"

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Presentation:

By the General-Director of Special Education  
Programmes - Mr Abdul-Rahman Al-Abdam

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Perhaps it goes without saying that our National Government has achieved tremendous progress in building the education programme in its different forms and stages. The Government provided unlimited facilities and ways to disseminate knowledge by making it available to each citizen. The handicapped, like anyone else, are a part of our society, having rights and duties according to their capabilities. Rooted in the Government's belief that education is for everyone, it made available to the handicapped all learning and training opportunities in a form that would suit their circumstances and be consistent with their capabilities.

The purpose of special education is to implant confidence, in the full meaning of the word, in this beloved group of our children, and provide them with learning and training by tapping their sensory abilities, developing and training them, using suitable aids, so as to transform them into productive human resources capable of depending on themselves - after God - and making a living and participating in building their own nation with confidence and security.

This booklet, The Directory of Special Education, is a window through which the reader may look for some of the facilities that the Government has made available to serve this group of its children in the area of teaching and training. It also sheds light on the efforts devoted to develop the handicapped child's ability and guide his talents so that he can depend on himself - after God - and surpass and overcome his handicap so as to participate in building and improving the welfare of all.

We hope that God will provide for all, help all achieve their hopes, guide us to every act of goodness, the purpose of which is to build our virtuous society having faith in God and His convictions, and God will guide us in the right path.



## The Purpose and Objectives of Special Education

Special education is that kind of organized education which encompasses raising, educating and caring for the handicapped, both mentally and physically. The Unit of Special Education formulates, advises upon and prepares these special programmes which care for and supervise these handicapped children, physically, psychologically and socially.

In general, the objectives of special education are to give the children of the Kingdom of Saudi Arabia every possible chance for learning, according to their abilities; and this goal can be achieved by:

- 1 - Discovering each child's skills and inclinations, and developing each of these through suitable activities and education.
- 2 - Giving each child every opportunity for education, rewarding them and helping them to achieve their highest potentials.
- 3 - Raising these children with an awareness of Islam and its teachings and customs.
- 4 - Developing acceptable social behaviour, and preparing them for a stable life.
- 5 - Providing stability for these children, together with medical, psychological and social care; and also helping them to learn to depend on themselves in every aspect of their lives, whenever possible.
- 6 - Preparing them for public life so that they become productive members of society, able to support themselves, and ~~actively~~ <sup>productively</sup> participating with ~~and relating to~~ others.
- 7 - Making other members of society aware of the various types of existing handicaps, and the manner and ways in which one should associate with and relate to these handicapped children.



## The Founding of Special Education in the Kingdom of Saudi Arabia

It is possible to say that

special education in the Kingdom of Saudi Arabia began in 1378H, through independent efforts by devoted people who educated one hundred blind students by the use of Braille in special evening classes in one of the schools of Riyadh. The Ministry of Education offered these individuals the opportunity to use a Government building, together with its available materials, to teach these blind people in the evenings; and, during the day, these same students were enrolled in regular programmes in Government institutions.

Due to the success of this venture - two years after it began - the Government, represented by the Ministry of Education, adopted special education, incorporated it into its programmes, and opened its first Institute for the training of the blind. It was called, "The Institute of Light for the Education and Training of the Blind in Riyadh". This Institute was the first cornerstone laid by the Government for organized special education, and was established in the year 1380H.

Since that time, the growth of education incorporated special education as a result of newly-initiated efforts and the availability of unlimited skills and experiences that were brought in from everywhere, so that special education would assume its natural place among other forms of education. So, in the year 1384H, the first two specialized Institutes for the education, training and care of deaf children was opened - "The Institute of Hope for Boys and Girls in Riyadh". By that time there were already five Institutes for the blind. In the year 1391H the first specialized Institute for educating, training and caring for mentally retarded boys and girls in Riyadh was opened. By that time the number of Institutes for the blind and for the deaf had reached eleven.

The Ministry of Education continued in its efforts to open special Institutes each year, according to the needs of the provinces for such forms of education, until the number of special Institutes during the year 1400/1401H reached: 10 Institutes for the blind, for boys and girls at



fferent educational levels; 11 institutes for the deaf and for  
ie hard of hearing for boys and girls; 6 for the mentally retarded  
r boys and girls, and special classes for the mentally retarded in  
e public school system.





## The General -Directorate of Special Education Programmes

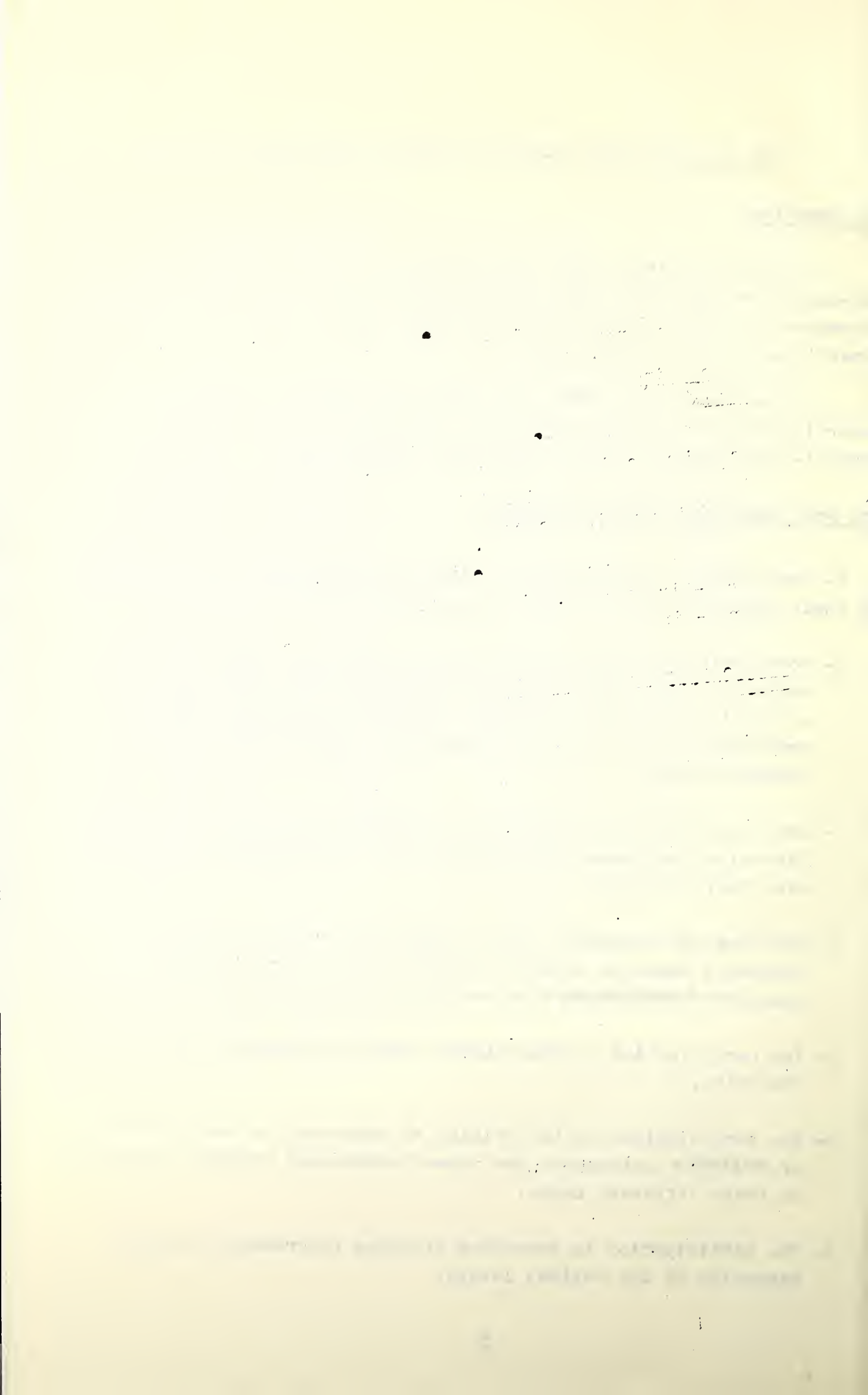
### The Founding

In the year 1382H (1962) the Ministry of Education issued a Resolution to found the first administration of special education to encompass the responsibilities of planning special education programmes, supervising their progress.

In the year 1392H (1972) the administration was promoted to a General-Directorate, with specialized departments, and was named "The General-Directorate of Special Education Programmes".

### Its Most Important Specializations

- 1- The planning and preparing of special programmes, the supervision of their implementation and the following up of their progress.
- 2- Formulating the policies and the procedures that the educational administration departments must follow in their administration of special education and other activities related to their programmes, and offering technical and administrative help whenever needed.
- 3- Executing studies and research to promote advancement in Special Education Programmes, Increasing their effectiveness and appraising their results.
- 4- Drafting the necessary plan to ensure the covering of all the Kingdom's needs in terms of institutions and specialized programmes, and distributing them according to each district's needs.
- 5- The participation in educational research programmes in special education.
- 6- The participation in the writing of books and in the selection of suitable instruments for these handicapped children according to their different needs.
- 7- The participation in preparing training programmes in special education at its various levels.



- 8- The participation in debating groups and meetings, and conferences related to its specializations.

### Its Departments

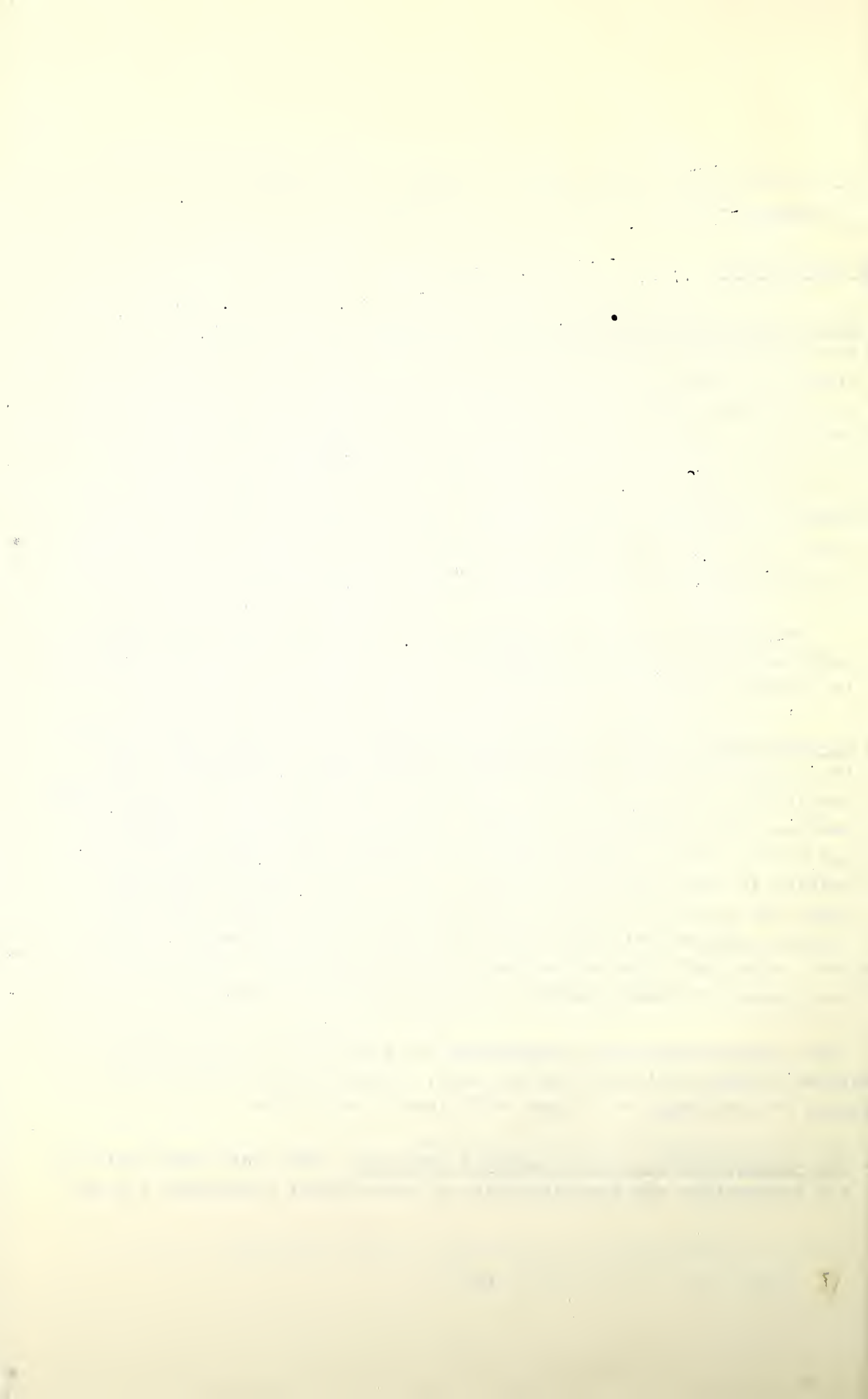
- A- The Educational Administration of the Blind. This unit takes care of the preparation and administration of educational programmes, and qualifying the blind and the poor-sighted, both male and female. It also monitors the programme's progress and ensures its effectiveness, and plays a role in enlightening the blind and the poor-sighted in the value and benefits of these educational programmes which are specially suited to their abilities, so that they will achieve enhanced abilities which will help them to depend on themselves - after God - and allow them to participate with others in development and progress, assuring them a valuable and fruitful life.

The Administration also pursues this educational venture in the institutes for the blind, monitors its results and helps its employees to be more efficiently productive.

- B- The Educational Administration of the Deaf. This unit takes care of the preparation and administration of educational programmes, and qualifying the deaf and hard of hearing, both male and female. It also monitors the programmes's progress and ensures its effectiveness, and plays a role in enlightening deaf children and those hard of hearing in the value and benefits of these educational programmes which are specially adapted to their abilities, so that they will achieve enhanced abilities which will help them to depend on themselves - after God - and allow them to participate with others in the development of their country and in serving their community.

This administration also emphasises the promotion of educational ventures in the institutes for the deaf, measures their results and assists the employees to be more efficiently productive.

- C- The Administration of the Mentally Retarded. This unit takes care of the preparation and administration of educational programmes for the



mentally retarded or the educationally retarded for both boys and girls. It also monitors the programme 's progress and ensures its effectiveness. It plays a role in enlightening the parents of these children of the benefits of such special programmes, which are specially suited to their children's abilities. These programmes also ensure the development of students' abilities. of their social adjustment and of their developing skills that will enable them to for into society and depend upon themselves - after God - and to share with others in their work and in their achievements.

This administration also follows up this educational venture. and the social and psycholonical services provided therein, measures its effects and assists its employees to be more efficiently productive.

D- The Educational Advisory Unit. This unit takes care of the continuous evaluation of the educational programmes and social services, performed through field visits. It also performs studies and researches, and reviews reports, evaluates test results, etc. It is also concerned with reviewing the curriculum and suggesting revisions to it, modernizing it and correcting it, fitting it to each Group's needs in the context of continuous educational development. It also works on improving the methods of education, and uses the available aids and raises the standards of the teachers.

The E. A. Unit units is also involved in preparing the curriculum and educational books, and choosing suitable equipment. It also prepares guidance pamphlets, monitors their implementation and holds debating groups and meetings in the institutes for the purpose of improving the educational activities. It also prepares policies for the various out-of-class activities, and supervises their implementation and evaluates the results.

E- The Printing Department. This department prints and binds educational books in Braille for students in the institutes for the Blind.

F- The Warehouse. The warehouse receives the printed and bound educational books. together with library books and materials, systems. equipment and furniture, cataloguing and issuing them according to the lists prepared by the different departments and delivers them to each institution according to its need.



G- The Centre for Physical Therapy and Training. This centre cares for the students of the special education Institutes. physically training them by adjusting their handicaps and incorrect behaviour as much possible.





## The Institutes of Special Education

The special education department prepares educational and training programmes for three types of institute:

A- The Institute for the Blind. This provides educational, training and cultural programmes for blind boys and girls, together with health, social and psychological care. Most of the institutes for the blind offer room and board to their male and female students already enrolled in the school but whose families reside outside the city in which the institute is located. These students are provided with full nourishment and clothing as well as entertainment activities.

### Admission Requirements -

#### 1) The Educational Section

A- That the child be completely blind, or whose eyesight does not exceed 6/60 in both eyes or at least in the strongest eye after treatment and with the aid of spectacles.

B- That his age be consistent with the educational level for which he is applying:

\* The Nursery Department from 4 - 6 years

\* The Primary Section from 6 - 16 years

\* The Intermediate Section - that the age does not exceed 30 years.

\* The Secondary section - that the age does not exceed 36 years.

C- That he be physically fit and does not have any handicap other than blindness.

D- That the student be of Saudi nationality.

#### 2) The Occupational Training Section:

A- That the child be completely blind, or whose eyesight does not exceed 6/60 in both eyes or at least in the strongest eye after treatment and with the aid of spectacles.



- B) That his age be not less than 18 years and not more than 45 years
- C) That he be physically fit and does not have any handicap other than blindness.
- D) That the student be of Saudi nationality.

### The System of Education in the Institutes for the blind

- 1- Within the three levels of education the Institute uses the general curriculum of the public schools ( the arts department in the secondary section). and also the educational ladder. In addition, there is in each Institute an occupational training programme to teach and to train older students some of the relevant manual skills such as weaving and rug-making, making cleaning equipment and bamboo and plastic goods, and also manual and machine-operated Knitting, and home economics.
- 2- In the secondary technical girls' section, the arts section curriculum of the normal schools is used; added to it are some of the necessary subjects that will qualify the young girl for public life if she does not enrol in the university, such as child-care, typing, and so on.

B- The Institute for the Deaf. This provides educational, training and cultural programmes for deaf and hard of hearing students- male and female- together with health, social and psychological care. The Institute for the Deaf offers room and board for students whose families reside at a distance from the institute's Location. The students are provided with full nourishment and clothing, and entertainment activities.

### Admission Requirements

- 1- That the student be completely or partially deaf.



- 2- That he be physically fit and have no handicap other than deafness and its associated speech difficulties.
- 3- That his Intelligence Quotient be no less than 70.
- 4- That he be of Saudi nationality.
- 5- That his age be consistent with the educational level for which he is applying:
  - \* Nursery Section - between 4 and 6 years.
  - \* Primary Section - between the ages of 6 and 12 years.
  - \* Intermediate Section - between the ages of 12 and 25 years.
- 6- Anyone wishing to enrol in the Intermediate Section must have a primary school certificate.

#### The System of Education in the Institutes for the Deaf

The Institutes for the Deaf are made up of three levels - the Nursery, Primary and Intermediate Training Sections - and in each section Special curricula suited to the abilities and needs of the children are followed. The student in the Intermediate Section specializes in two technical fields as available, such as typing, photography, printing, electrical wiring, sewing, manual and machine-operated knitting.

- C- The Institute for the Mentally Retarded, This provides educational, training and cultural programmes for educable mentally retarded boys and girls, together with psychological, health and social care. The Institute offers room and board for its students whose families reside at a distance from the Institute's location. The students are provided with full nourishment and clothing, and entertainment activities.

#### Admission Requirements

- 1- That the student is eligible for the educationally retarded



group, such that his I. Q. comes within the range 50 - 75, according to the psychological test results conducted by the psychological centres at the Institutes.

- 2- That the child be psychologically stable and be free of any handicap other than mental retardation that would hinder his receiving benefit from the educational program
- 3- That he be physically fit and suffer from no contagious diseases.
- 4- That his age be not less than 4 - and no more than 15 years

#### The System of Education in the Institutes for the Mentally Retarded

There are two levels of education - Nursery ( Preparatory ) and Primary level, and there are special curricula suited to the abilities and needs of the students.





Statistical Data of the Special Education Institutes  
for the Year 1399/1400H

	NAME OF THE INSTITUTE	DISTRICT	EDUCATIONAL LEVEL	TYPE OF EDUCATION	NO. OF CLASSES	NO. OF STUDENTS
1	The Institute of Light for Blind Males	Riyadh	Primary	Educational	6	22
			Primary	Occupational Training	6	26
			Intermediate	Educational	4	29
			Secondary	Educational	4	23
			TOTAL:	20	101	
2	The Institute of Light for Blind Females	Riyadh	Primary	Educational	6	17
			Primary	Occupational Training	6	23
			Intermediate	Educational	3	9
			Secondary	Educational	2	4
			TOTAL:	17	53	
3	The Institute of Light for Blind Males in Hofuf	Eastern Province	Primary	Educational	6	21
			Primary	Occupational Training	6	35
			Intermediate	Educational	3	16
			Secondary	Educational	3	15
			TOTAL:	18	87	
4	The Institute of Light for Blind Females in Hofuf	Eastern Province	Primary	Educational	2	15
			Primary	Occupational Training	2	10
			TOTAL:	4	25	
5	The Institute of Light for Blind Males in Gattif	Eastern Province	Primary	Occupational Training	6	36
			Secondary	Educational	2	11
			TOTAL:	8	47	
6	The Institute of Light for Blind Males in Buraida	Gassim	Primary	Educational	4	10
			Primary	Occupational Training	6	50
			Intermediate	Educational	1	8
			Secondary	Educational	2	9
			TOTAL:	13	77	



NAME OF THE INSTITUTE	DISTRICT	EDUCATIONAL LEVEL	TYPE OF EDUCATION	NO. OF CLASSES	NO. OF STUDENTS
The Institute of Light for Blind Males in Anaiza	Ashraf Anaiza	Primary	Occupational Training	6	37
		Secondary	Educational	1	8
		TOTAL:		7	45
The Institute of Light for Blind Males in Holy Mecca	Western Province	Primary	Educational	6	29
		Primary	Occupational Training	4	24
		Intermediate	Educational	3	15
		Secondary	Educational	3	22
TOTAL:		16	90		
The Institute of Light in Medina	Medina	Primary	Educational	5	25
		Primary	Occupational Training	5	17
		Intermediate	Educational	1	8
		TOTAL:		11	50
The Institute of Light in Abha	Southern Province	Primary	Educational	5	25
		Primary	Occupational Training	4	18
TOTAL:		9	43		
The Primary Institute of Hope for Deaf Males	Riyadh	Primary	Educational	12	137
		TOTAL:		12	137
The Intermediate Training Institute for Deaf Males	Riyadh	Intermediate	Educational	9	119
		Vocational Training	Occupational Training	2	5
		TOTAL:		11	124
The Institute of Hope for Deaf Females	Riyadh	Preparatory	Educational	6	47
		Primary	Educational	8	67
		Vocational Training	Occupational Training	2	8
		Intermediate	Educational	5	35
		TOTAL:		21	157



NAME OF THE INSTITUTE	DISTRICT	EDUCATIONAL LEVEL	TYPE OF EDUCATION	NO. OF CLASSES	NO. OF STUDENTS
The Institute of Hope for Males in Hofuf	Eastern Province	Primary	Educational	7	80
			TOTAL:	7	80
The Institute of Hope for Females in Hofuf	Eastern Province	Preparatory Primary	Educational	4	20
			Educational	4	19
TOTAL:				8	39
The Institute of Hope for Males in Jeddah	Western Province	Primary	Educational	15	178
			TOTAL:	15	178
The Institute of Hope for Females in Jeddah	Western Province	Preparatory Primary	Educational	5	38
			Educational	6	45
TOTAL:				11	83
The Institute of Hope for Males in Medina	Medina	Primary	Educational	4	30
			TOTAL:	4	30
The Institute of Hope for Females in Medina	Medina	Preparatory Primary	Educational	2	15
			Educational	2	20
TOTAL:				4	35
The Institute for Mentally Retarded Males	Riyadh	Preparatory Primary	Educational	8	75
			Educational	9	80
			Occupational Training	2	20
			TOTAL:	19	195
The Institute for Mentally Retarded Females	Riyadh	Preparatory Primary	Educational	5	50
			Educational	6	52
			Occupational Training	2	20
			TOTAL:	13	122



NAME OF THE INSTITUTE	DISTRICT	EDUCATIONAL LEVEL	TYPE OF EDUCATION	NO. OF CLASSES	NO. OF STUDENTS
The Institute for Mentally Retarded Males in Dammam	Eastern Province	Preparatory Primary	Educational	2	20
			Educational	3	25
			TOTAL:	5	45
The Institute for Mentally Retarded Females in Dammam	Eastern Province	Preparatory Primary	Educational	1	9
			Educational	2	18
			TOTAL:	3	27
The Institute for Mentally Retarded Males in Jeddah	Western Province	Preparatory Primary	Educational	3	30
			Educational	6	51
			Occupational Training	2	20
			TOTAL:	11	101
The Institute for Mentally Retarded Females in Jeddah	Western Province	Preparatory Primary	Educational	4	40
			Educational	5	42
			TOTAL:	9	82





## The Groups Benefitting from Special Education

### - The Blind

These are the people suffering from complete blindness or whose eyesight does not exceed 6/60 in the strongest eye after treatment and with the aid of spectacles. These individuals will benefit from the programmes used in the Institutes for the Blind at the three levels. Those who have completed secondary education have been given the opportunity to enter universities in the Kingdom in accordance with the Resolution issued by the Council of Ministers, Number 15 of 26/2/1400H. This Resolution offers them financial benefits in order to encourage them to continue in their university studenties.

### - The Poor-Sighted

These are the people whose eyesight is between 6/24 and 6/60 in both eyes or in the strongest eye after treatment and with the aid of spectacles. These individuals study in the regular schools, which endeavour to provide them with the necessary health and social services which would help them to continue with their education.

### - The Deaf

These are the people who are completely deaf, or partially so if their hearing loss is more than 80 decibels in the strongest ear after treatment and with the use of hearing aids. These individuals benefit from the programmes available in the Institutes for the deaf at each level.

### - The Hard of Hearing

These are the people whose hearing loss does not reach 80 decibels after treatment and with the use of hearing aids. These children derive benefit from the Institutes for the Deaf since the Institute provides for some of them individual hearing aids which help them to continue their education in the public school systems. Some of the other individuals continue their education in the Institutes for the



Deaf until such time as special classes are provided for them in the public schools.

Mental Retardation refers to subaverage intellectual functioning established during the developmental period and accompanied by impairment in the adaptive behavior of maturation, learning, and social adjustment. The mentally retarded are divided into three groups: the educable (mild retardation), the trainable (moderate mental retardation), and those needing complete physical care (severe mental retardation). It is the educable retardate who benefit from the special programmes provided in the Institutes for the Mentally Retarded at their different levels (preparatory and educational). Some have also derived benefit from the special classes founded in the public schools. The trainable retardates are sent by the Government to Institutes outside the Kingdom. The severely retarded are enrolled in some residential units in the Ministry of Labour and Social Affairs where health, social and psychological services are provided for them.

#### The Multiple-Handicapped

These are the people suffering from more than one handicap and who are thus unable to benefit from the programmes provided in the three Institutes (for the Blind, for the Deaf and for the Mentally Retarded). The most severe handicap will determine in which Institute the individual will be enrolled.

#### Scholarship Programmes for Students

Since the Government's objective is to provide the opportunity for education for each type of handicap, and as there are some individuals who cannot benefit from the special education programmes available in the Kingdom, a scholarship programme has been implemented to send these children to specialized organizations in the neighboring Arab states. These benefitting from such programmes are:



A- The trainable mental retardates, who are sent to specialized Institutes in Egypt., Syria, Lebanon and Jordan.

B- The superior graduates of the Intermediate Training Institute for the Deaf - these individuals are sent for specialized training courses in the United Kingdom of Great Britain.



## The Training of Special Education Teachers

Since the programme for training teachers is part of the overall educational process, the Ministry of Education accorded it special attention in order to develop it and to maximize its results.

In addition to his educational training, the teachers of special education - as with any other teacher - must be specialized in the field in which he is to work, and must be psychologically compatible with the nature of his work. The training of a special class teacher is carried out in the following manner:

- A- The selection of a group of qualified teachers who have experience as teachers in the public schools of not less than three years, and who have the wish to work with handicapped children. These individuals are sent on a training course for a period of between six months and two years, so that they may specialize in the teaching of the handicapped. Some of these courses are provided within the Kingdom and some outside of it in neighbouring Arab states or in foreign countries.
- B- The special education teacher, from time to time enrolls in short courses of instruction to revise, update and study new ways of teaching. These courses are conducted in the Kingdom.
- C- Advisers, and some of the specialized employees, arrange debating groups and conferences within the Institutes in which the teachers work in order to increase their knowledge of new developments and more advanced methods.
- D- The Specialized administrations, together with the technical departments, prepare guidance pamphlets at the beginning of each academic year, the purpose of which is to guide teachers and assist newly-employed staff to improve their standards of performance.









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